DOCUMENT RESUME

ED 169 361 CE 020 546

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TITLE Distributive Education--Shadow Box Display. Kit No. 72. Instructor's Manual [and] Student Learning Activity Guide.
INSTITUTION Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 78
GRANT SC-5058-76-I-211-0330
NOTE 22p.; For related documents see CE 020 474-566
AVAILABLE FROM Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Commercial Art; *Distributive Education; Instructional Materials; *Learning Activities; *Learning Modules; *Merchandising; Occupational Clusters; *Occupational Information; Prevocational Education
IDENTIFIERS *Shadow Box Displays

ABSTRACT

An instructor's manual and student activity guide on shadow box display are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven periods), activity goals, six instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to objective number 1, and masters for duplication (e.g., display rating sheet 1). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instruction objective (e.g., identify the importance of displays, judge other students' shadow boxes). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a merchandise displayer, decorator, art director, display manager, and display designer conclude the document. (JH)

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ED169361

DISTRIBUTIVE EDUCATION--SHADOW BOX DISPLAY

Kit No. 72

INSTRUCTOR'S MANUAL

Prepared by

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Prevocational Education
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In Cooperation With

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1978

CE 020 546

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TITLE OF ACTIVITY

Kit No. 72, Distributive Education – Shadow Box Display

DURATION

Main Activity: 3 – 4 Periods
Follow-up Activity: 2 – 3 Periods

GOALS

The student will know the proper procedures to be followed in planning a mini-display.

The student will understand the use of color in a display and how to use color to best promote the merchandise being displayed.

The student will be aware of the impact a good display makes on the customer in a retailing business.

INSTRUCTIONAL OBJECTIVES

Each student will identify the importance of displays.

Each student will choose a theme or central idea for the display.

Given paper and pencil each student will draw a rough sketch of her/his display.

Given tools and equipment each student will choose a color and paint the display box.

Using appropriate materials each student will arrange merchandise in the shadow box.

Using the judging sheet given by the instructor, each student will judge the other students' shadow boxes.

VOCATIONAL CLUSTERS

Distributive Education
Home Economics
Trade and Industry
Agriculture
Office Occupations

ACTIVITY IMPLEMENTATION

A. Description

This is an individualized activity, but the students enjoy seeing, criticizing, and praising the other students' work. Each student will make a shadow box display choosing the merchandise, the color scheme, the background material and props.

B. Safety

Students are cautioned about the use of scissors. Keep the scissors pointed down when in use.

C. Materials

1. Audio Visual Equipment
   None
2. Technical Equipment
   None
3. Expendable Materials
   Boxes (shoes, grocery, etc.)
   Scissors
   Glue
   Colored cardboard
   Colored construction paper
   Colored crepe paper
   Scraps of cloth
   Scraps of wallpaper
   Scraps of stick-on shelf paper
   Crayons
   Paints
   Paint brushes
   Ink
   Pens

NOTE: Boxes, cloth, wallpaper, and shelf paper scraps may be obtained free from business firms or the students may bring these from home.

This is a "flexible" list. Only a few items, and they may be chosen as to availability, are necessary for the success of this project.

Other supplies may be obtained from the school district warehouse, an office supply company or, possibly, from your school office or library.

D. Preparation Prior to Class

Make student handouts from masters provided.

Suggest to students things that they might bring from home to display--jewelry, watches, doll furniture, cosmetics, pipes, etc. This list would include anything that may easily be brought to school and taken home the same day.

Gather the expendable materials that you want from those listed.

E. During Class Session

INTRODUCTION — This activity gives you the chance to construct a display. You will make a small display using a box of a size that you can easily work with on your desk. You will decide what you would like to display--something easily brought from home, such as "junk jewelry," cosmetics, small toys, doll furniture, perfume bottles, pipes, watches, small clocks, small cans of vegetables or fruits, fresh vegetables or fruits, etc. The list is endless!

You will draw a rough sketch of your design, choose your color scheme, and from available materials pick out the ones you want for your background, props, etc.

Now, using your handout sheets as information, proceed to make the most original, best display in the class!

TO THE TEACHER: Pass out student handout to be used for checkpoints 1 and 3. Observe and check all students' work. Be sure to inspect their sketches of the shadow box. Do not let any student paint a box until all the prior objectives have been successfully completed.

ANSWER KEY

OBJECTIVE I

1. To show the product itself.
2. To give the product a suitable setting.
3. To help prepare the customer for the sales message.
4. To capitalize on other types of advertising.
5. To attract new users.
6. To remind old users to buy.
7. To enable a store to meet competition at once.
8. To reduce inventories by increasing volume.

MASTERS FOR DUPLICATION

VIEW Fact Sheet
Display Rating Sheet
Student Handout

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

DISPLAY RATING SHEET

DIRECTIONS: The questions under each of the six areas of evaluation are to be used as a guide in determining the actual points the Display scores in that particular area. Possible 100 points.

1. **POWER TO ATTRACT ATTENTION** (possible 25 points)
   Is background appropriate? Is theme or idea well executed? Are display props suitable and attractive? _____

2. **ARRANGEMENT** (Possible 20 points)
   Is there a proper amount of merchandise? Do props enhance, rather than detract from, the merchandise? Is related merchandise used? Are appropriate "dealer helps" or show cards used? Do major items within a unit point to the next? _____

3. **CLEANLINESS** (Possible 10 points)
   Is material (if displayed) clean and well pressed? Are fixtures clean and in good repair? Is floor of display clean? Is background clean and fresh? Are painted or colored surfaces fresh and clean? Is ceiling of box clean? _____

4. **TIMELINESS** (Possible 10 points)
   Is merchandise well chosen? Are colors appropriate for season and merchandise? Is the theme right for the season and merchandise? Are "dealer helps" or show cards related to the season? _____

5. **SELLING POWER** (Possible 20 points)
   Do display props focus attention on merchandise, but not detract from it? Are merchandise features clearly shown? Do show cards bring out important selling points of the merchandise? Does the theme aid the features of the merchandise? Is merchandise displayed as it would be used? _____

6. **TECHNICAL EXCELLENCE** (Possible 15 points)
   Is there a unique use of some common items, such as chicken wire, pipe, string, etc? Does arrangement of merchandise add to the appearance of the merchandise? Is the merchandise well folded, draped, placed, or suspended? _____

TOTAL SCORE _____

STUDENT HANDOUT

CHECKPOINT 1

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

CHECKPOINT 3

1. yes

   no

2. yes

   no

3. yes

   no

DISTRIBUTIVE EDUCATION--SHADOW BOX DISPLAY

Kit No. 72

STUDENT
LEARNING ACTIVITY GUIDE

Prepared by

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SHADOW BOX DISPLAY

INTRODUCTION

This activity gives you the chance to construct a display. You will make a small display using a box of a size that you can easily work with on your desk. You will decide what you would like to display--something easily brought from home, such as "junk jewelry," cosmetics, small toys, doll furniture, perfume bottles, pipes, watches, small clocks, small cans of vegetables or fruits, fresh vegetables or fruits, etc. The list is endless!

You will draw a rough sketch of your design, choose your color scheme, and from available materials pick out the ones you want for your background, props, etc.

Now, using your handout sheets as information, proceed to make the most original, best display in the class!

GOALS

The student will know the proper procedures to be followed in planning and preparing a mini-display.

The student will understand the use of color in a display and how to use color to best promote the merchandise being displayed.

The student will be aware of the impact a good display makes on the customer in a retailing business.

DIRECTIONS

Do not write in this booklet. If you have any questions consult with your instructor.

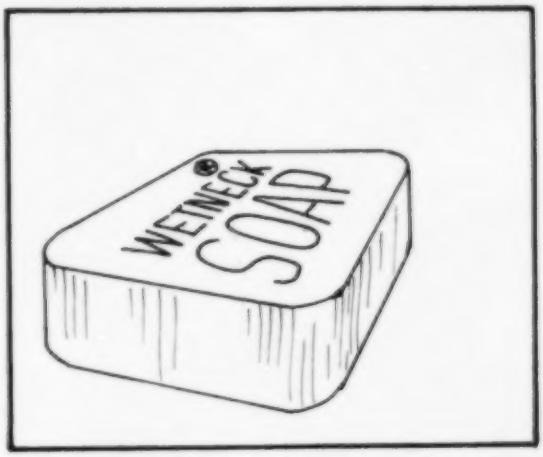
MATERIALS

Boxes (shoe, grocery, etc.)
Scissors
Glue
Colored cardboard
Colored construction paper
Colored crepe paper
Scraps of cloth
Scraps of wallpaper
Scraps of stick-on shelf paper
Crayons
Paints
Paint brushes
Ink
Pens

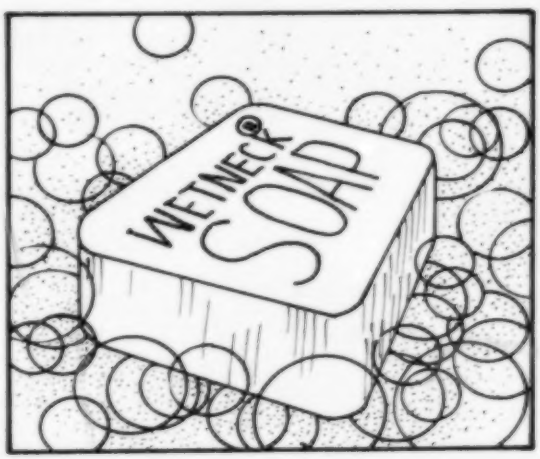
PROGRAMMED TEXT

Instructional Objective 1

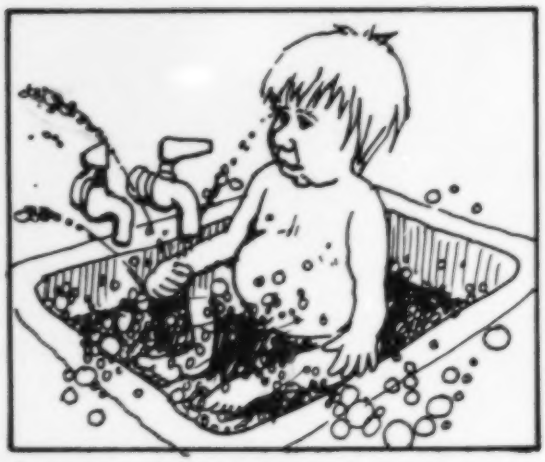
Each student will identify the importance of displays.



STEP 1 — The job of display is used: to show the product itself,

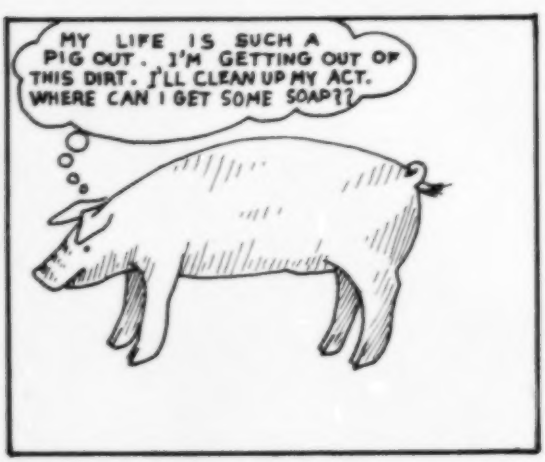


STEP 2 — to give the product a suitable setting,



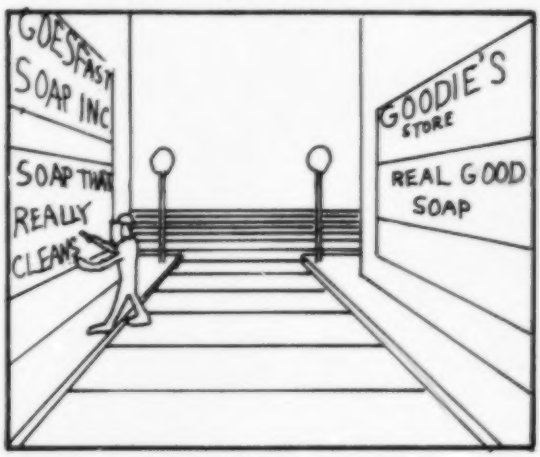
STEP 3 – to help prepare the customer for the sales message.

STEP 4 – Display increases sales volume by: capitalizing on other types of advertising,

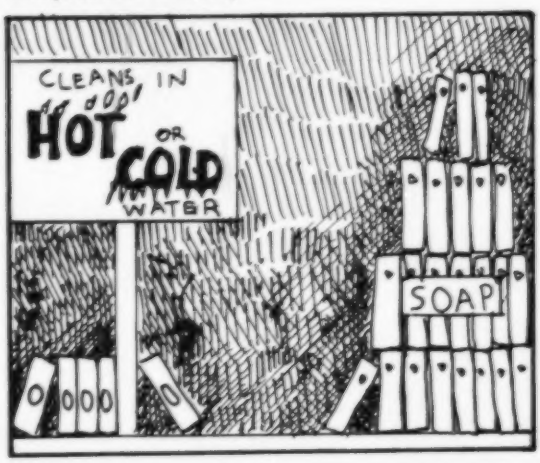


STEP 5 – attracting new users,

STEP 6 – reminding old users to buy,



STEP 7 – enabling a store to meet competition at once,



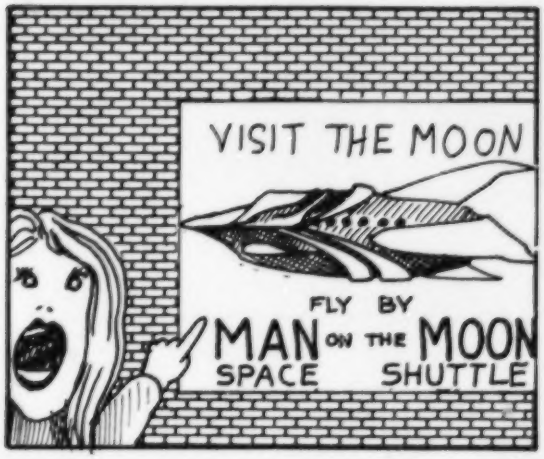
STEP 8 – reducing inventories by increasing volume.

Check Point

Using Student Handout Checkpoint 1, list 8 reasons for using displays in retail sales.

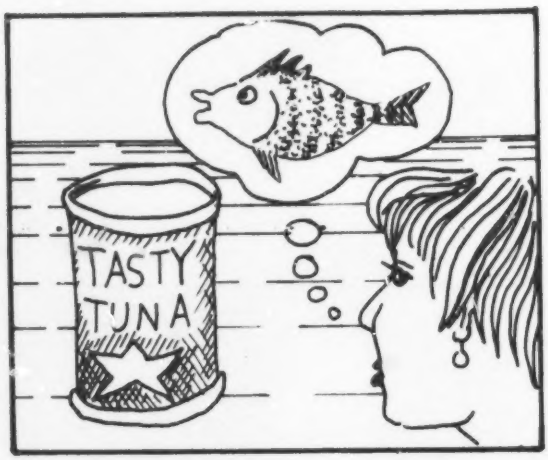
Instructional Objective II

Each student will choose a theme or central idea for the display.



STEP 1 – Displays can relate to any activity – selling a product, advertising an event, or creatively arousing a person's imagination.

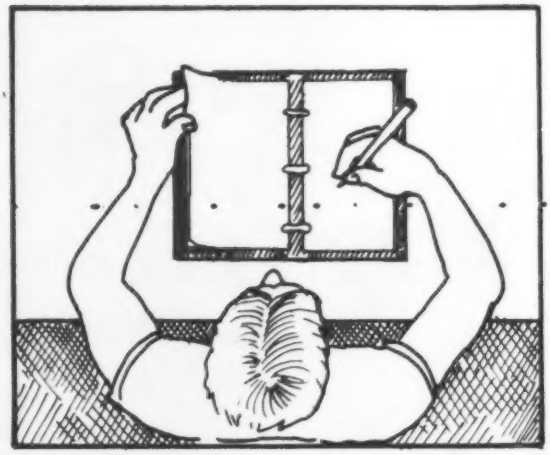
STEP 2 – Decide whether your merchandise is obviously seasonal. Is it good to give as a Christmas present? for Easter? for a birthday? all of these? any time?



STEP 3 – What thoughts first come to you when you see the product you have chosen? Thinking about this will help you decide how to present your product.

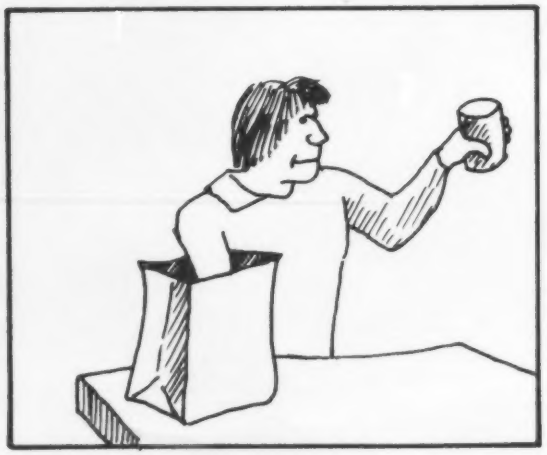
HOLIDAY OR EVENT	EMBLEMS	ASSOCIATED COLORS
New Year's Day	Father Time, hour-glass, baby	Black, white, and apple green
Lincoln's Birthday	Flags, portraits, log cabins	Red, white, and blue
Washington's Birthday	Cherries, hatchets, shields	Red, white, and blue
St. Patrick's Day	Shamrocks, Irish emblems	Green
First Day of Spring	Flowers, butterflies, birds	Coral and apple green
Easter	Rabbits, chickens, flowers, birds	Violet and yellow
April Fool's Day	Jesters, fool's caps, bells	Yellow and red
Confederate Memorial Day	Wreaths, flowers	Red, white and blue
Mother's Day	Red carnation for living mothers; white carnation for deceased mothers	Red and white
Memorial Day	Flags, wreaths	Red, white, and blue
Father's Day	Adjust to type of merchandise	Brown or bright colors
Flag Day	Flags	Red, white and blue
First Day of Summer	Flowers, butterflies, birds	Pastels
Graduation	Cap and gown, diploma, books	School colors when possible
Independence Day	Flags, shields, fire-crackers	Red, white, and blue
Labor Day	Tools, flags, shields	Blue
First Day of Autumn	Autumn leaves	Browns, yellows, reds
Columbus Day	Portraits, ships	Red, white, and blue
Halloween	Pumpkins, cats, witches	Orange and black
Veteran's Day	Flags, poppies	Red, white, and blue
Thanksgiving	Horn of plenty, turkey, cranberries	Orange, brown, and red
First Day of Winter	Snowmen, icicles, snow scenes	White and blue
Christmas	Angels, candles, bells, holly, Santa Claus	Red and green

STEP 4 – Look at the list above for an idea to display.



STEP 5 – List articles of merchandise in which you would be interested.

STEP 6 – Choose three (3) articles from your list.



STEP 7 – Determine which of these three articles you can easily bring from home.

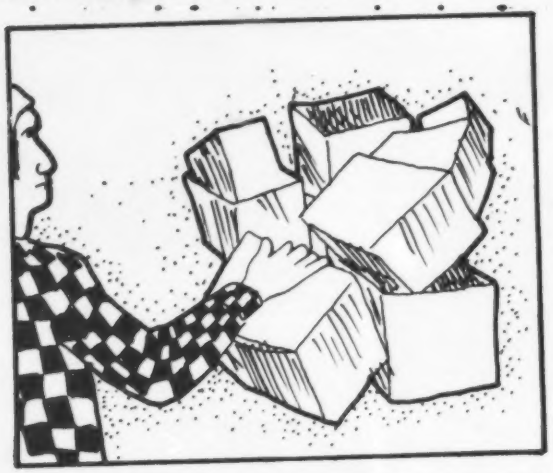
Check Point

Did you choose merchandise that is small enough for your shadow box display?

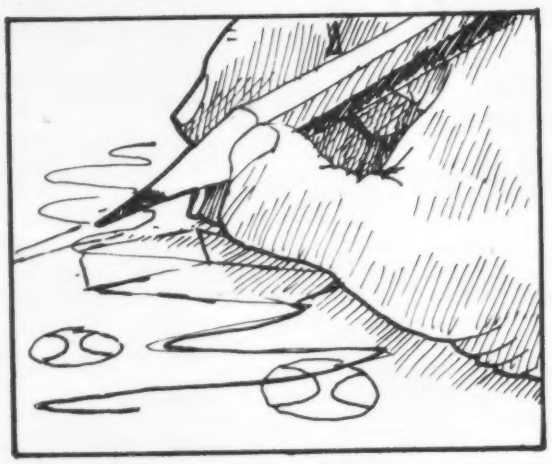
Can you easily bring your merchandise from home to school and return it the same day?

Instructional Objective III

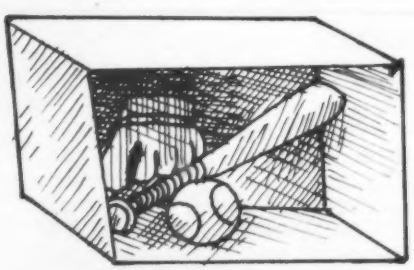
Given paper and pencil each student will draw a rough sketch of her/his display.



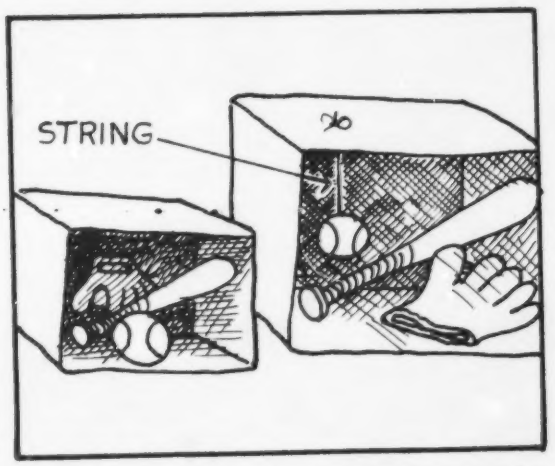
STEP 1 – Choose a box the size you want from those provided.



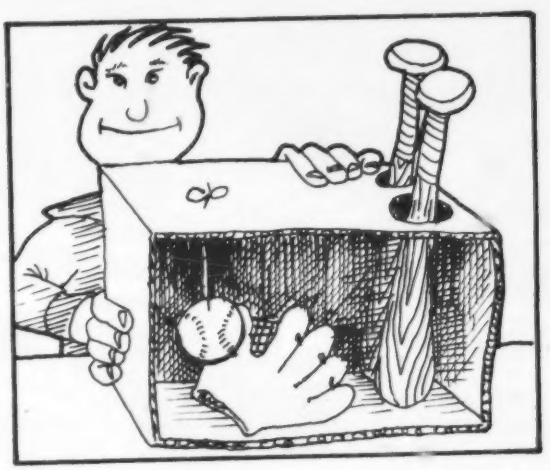
STEP 2 – Using pencil and paper draw a rough sketch of the display you have in mind.



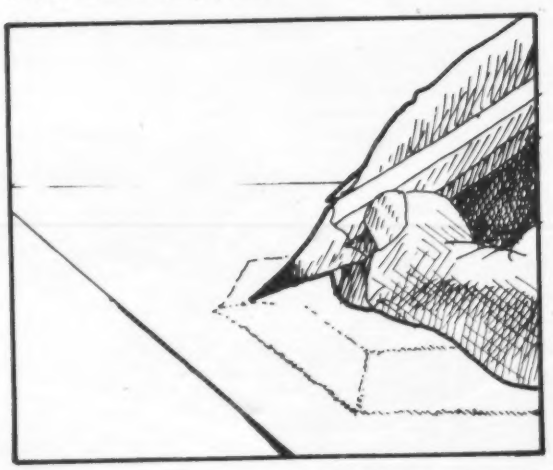
STEP 3 – Arrange the merchandise in the box according to your sketch.



STEP 4 – Look at the display. Change the arrangement if it seems necessary.



STEP 5 – Rearrange your merchandise until the results satisfy you.



STEP 6 – Draw a sketch of the correctly arranged display.

Check Point

Does your arrangement demonstrate your merchandise? (Such as, arrangement of toy furniture, pictures, etc.)

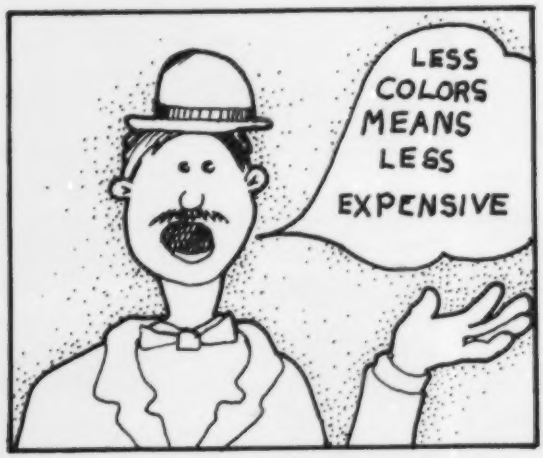
Does your arrangement involve the customer? (Such as, give new ideas for birthdays, accessories, dress, etc.)

Does your arrangement inform the customer? (Such as, show new products, show new uses for old products, show "different" color combinations, etc.)

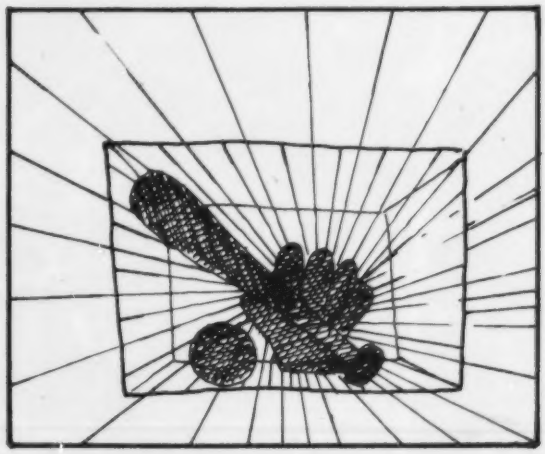
Using Check Sheet III circle the responses to questions 1–3.

Instructional Objective IV

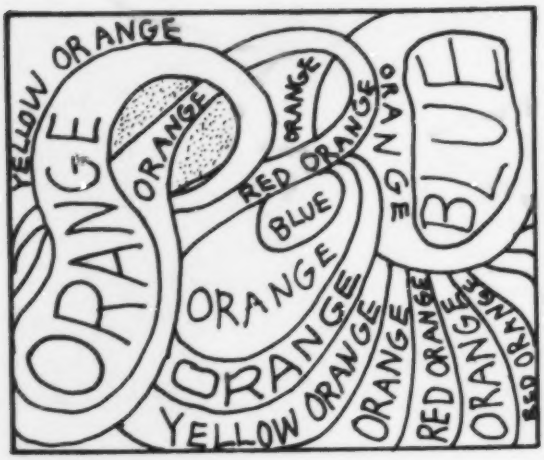
Given tools and equipment each student will choose a color and paint the display box.



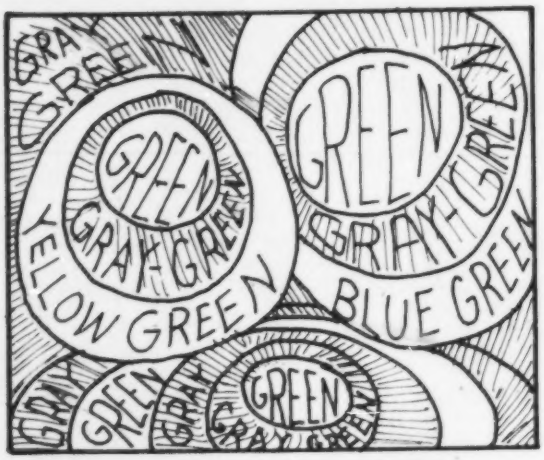
STEP 1 – Use as few colors as needed to attract attention and create interest.



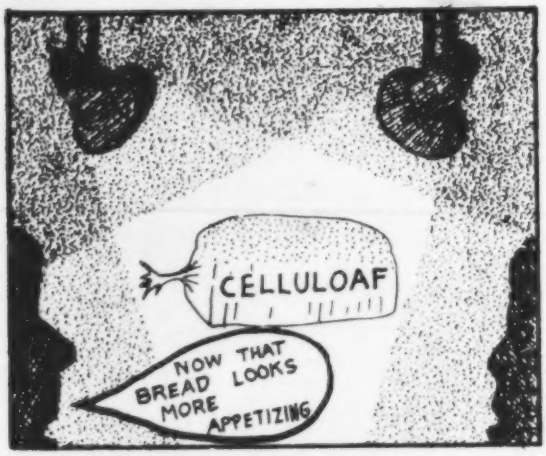
STEP 2 – Avoid using too bright or glaring white backgrounds that attract attention away from the merchandise.



STEP 3 – Feature one dominant color scheme and use other colors as blends or accents.

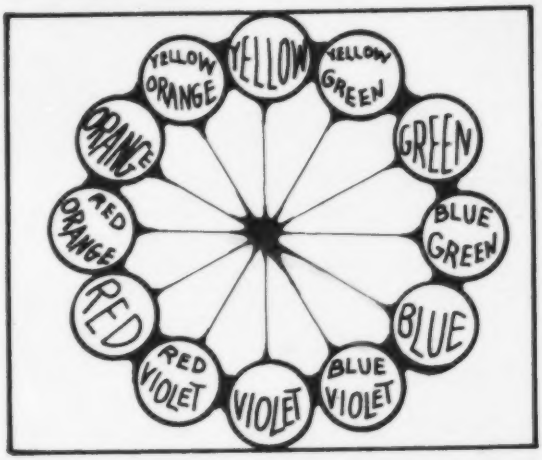


STEP 4 – Use one color on small areas.

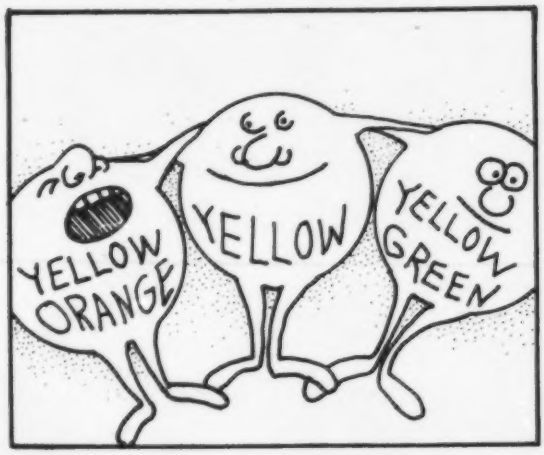


STEP 5 – Remember that colored light, when used in a display, misrepresents the merchandise.

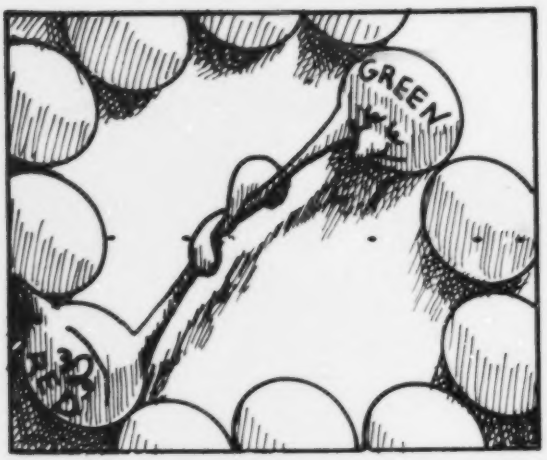
STEP 6 – Know the season's leading colors. Refer to the chart in Objective II.



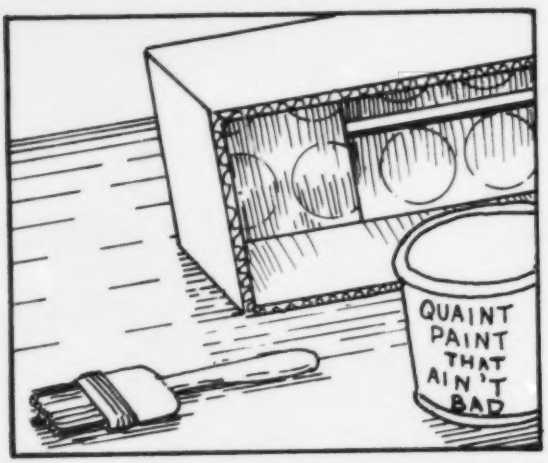
STEP 7 – Observe the color chart above.



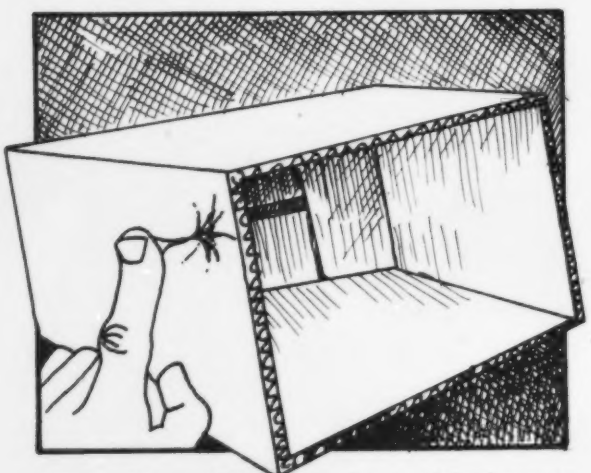
STEP 8 – Use colors in your display which are either beside each other on the wheel...



STEP 9 – or across from each other.



STEP 10 – Obtain a display box, paint, and brush, and go to the painting area of your classroom.



STEP 11 – After you have picked your colors, paint the inside of the display box and any other articles that need to be painted in the display.

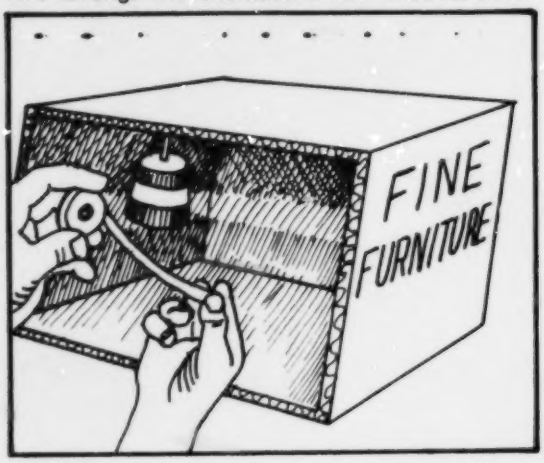
Check Point

Did you clean up your brushes and return the paint to its proper place?

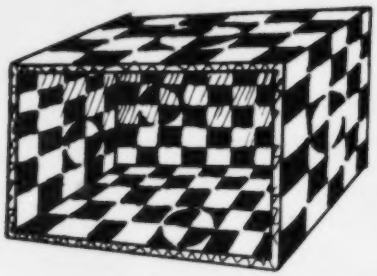
Ask your instructor to inspect your painted display box.

Instructional Objective

Using appropriate material each student will arrange merchandise in the shadow box.



STEP 1 – Tape or glue any items which do not stand by themselves.



STEP 2 – You will probably want to paint the outside walls of your box with the same or a contrasting color for a better general effect for your display.

STEP 3 – If a sign is needed to help advertise or attract attention to your display, construct it and attach it to your display.

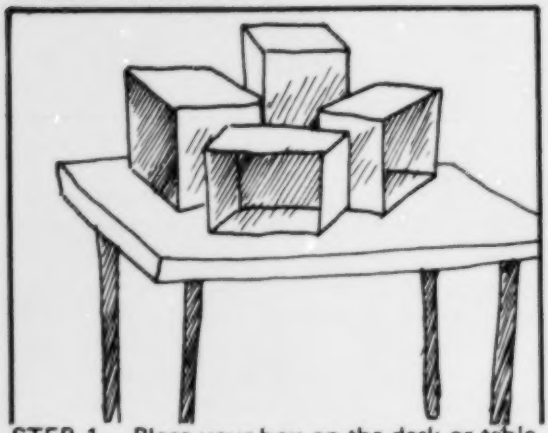
STEP 4 – Arrange all merchandise in the shadow box according to your final arrangement sketch.

Check Point

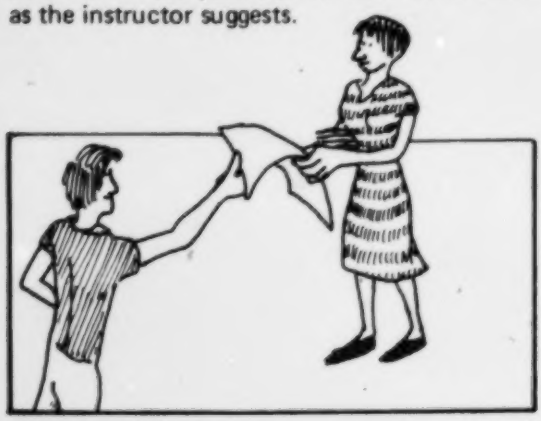
Turn in the completed shadow box to your instructor for final judging.

Instructional Objective VI

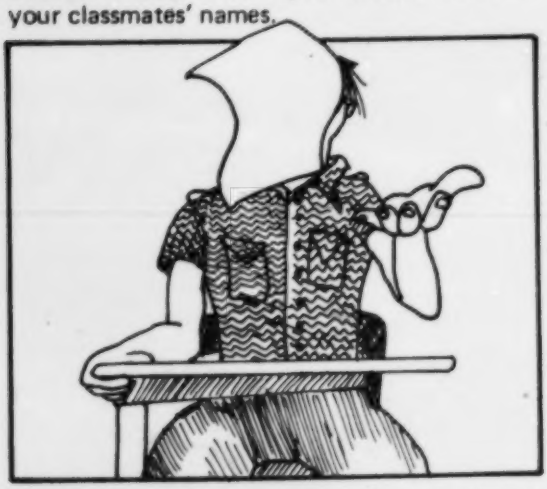
Using the judging sheet given by the instructor, each student will judge the other students' shadow boxes.



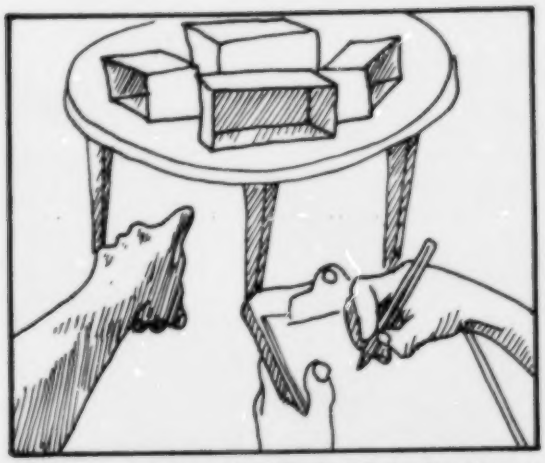
STEP 1 – Place your box on the desk or table as the instructor suggests.



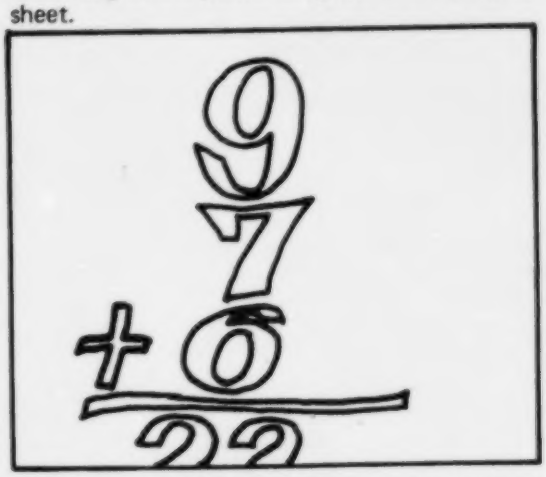
STEP 2 – Obtain from your teacher a list of your classmates' names.



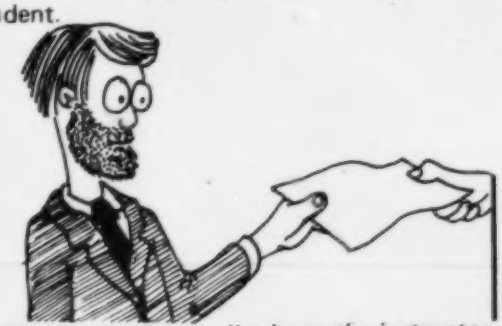
STEP 3 – Obtain a copy of your display judging sheet.



STEP 4 – Judge objectively all shadow boxes according to the points assigned in the judging sheet.



STEP 5 – Add the points for each student and list the total points you gave each student.



STEP 6 – Hand your list in to the instructor so that he/she may tally the totals as judged by all of the students.

Check Point

Were you completely objective in your evaluation or did you vote the most points for your best friend?

298.081-010 DISPLAYER, MERCHANDISE (ret. tr.) decorator, store; display trimmer.

Displays merchandise, such as clothes, accessories, and furniture, in windows, showcases, and on sales floor of retail store to attract attention of prospective customers: Originates display ideas or follows suggestions or schedule of MANAGER, DISPLAY (ret. tr.) and constructs or assembles prefabricated display properties from wood, fabric, glass, paper, and plastic, using handtools. Arranges properties, mannequins, furniture, merchandise, and backdrop according to prearranged plan or own ideas. Places price and descriptive signs on backdrop, fixtures, merchandise, or floor. May dress mannequins for use in displays and be designated MODEL DRESSER (ret. tr.). May be designated according to area trimmed or decorated as SHOWCASE TRIMMER (ret. tr.); WINDOW DRESSER (ret. tr.).

298.381-010 DECORATOR (any ind.) commercial decorator.

Prepares and installs decorations and displays from blueprints or drawings for trade and industrial shows, expositions, festivals, and other special events: Cuts out designs on cardboard, hard board, and plywood, according to motif of event. Constructs portable installations according to specifications, using woodworking power tools. Installs booths, exhibits, displays, carpets, and drapes, as guided by floor plan of building. Arranges installations, furniture, and other accessories in position shown in prepared sketch. Installs decorations, such as flags, banners, festive lights, and bunting, on or in building, street, exhibit halls, and booths, to achieve special effects [DECORATOR, STREET AND BUILDING (any ind.)]. Assembles and installs prefabricated parts to reconstruct traveling exhibits from sketch submitted by client, using handtools.

142.031-010 ART DIRECTOR (motion pic.; radio & tv broad.)

Formulates design concepts, selects locations and settings, and directs and coordinates set design, construction, and erection activities to produce sets for motion picture and television productions: Reads script and confers with heads of production and direction to establish budget, schedules, and determine setting requirements. Conducts research and consults experts to establish architectural styles which accurately depict given periods and locations. Conducts search for appropriate locations and constructed sets. Assigns assistants and staff members to complete design ideas and prepare sketches, illustrations, and detailed drawings of sets. Estimates construction costs and presents plans and estimates for approval. Directs and coordinates set construction, erection, and decoration activities to insure that they conform to design, budget, and schedule requirements. May make rough drawings of design concepts. May formulate design concepts for costumes, makeup, photographic effects, titles, and related production items.

142.031-014 MANAGER, DISPLAY (ret. tr.)

Develops advertising displays for window or interior use and supervises and coordinates activities of workers engaged in laying out and assembling displays: Consults with advertising and sales officials to ascertain type of merchandise to be featured and time and place for each display. Develops layout and selects theme, colors, and props to be used. Oversees requisitioning and construction of decorative props from such materials as wood, plastics, paper, and glass. Plans lighting arrangement and selects coloring medium. May design store fixtures. May prepare sketches or floor plans of proposed displays. May develop merchandise displays at special exhibits, such as trade shows.

142.051-010 DISPLAY DESIGNER (profess. & kin.) display and banner designer; flag decorator and designer.

Designs displays, using paper, cloth, plastic, and other material to decorate streets, fairgrounds, buildings, and other places for celebrations, fairs, and special occasions: Confers with client regarding budget, theme, materials, colors, emblem styles, and related factors. Plans display and sketches rough design for client's approval. Selects stock decorations or directs construction according to design concepts. May construct decorations. May direct and supervise workers who put up decorations. May design, draw,

paint, or sketch backgrounds and fixtures made of wood, cardboard, paper, plaster, canvas, or other material for use in windows or interior displays and be designated DISPLAY ARTIST (profess. & kin.). May specialize in designing outdoor displays and be designated DISPLAY DESIGNER, OUTSIDE (profess. & kin.).